

HUNT MEADOWS ELEMENTARY

420 Hunt Road
Easley, South Carolina 29642

GRADES PK-5 Elementary School

ENROLLMENT 524 Students

PRINCIPAL Nancy E. Prince 864-850-3987

SUPERINTENDENT Dr. W. R. Christopher 864-847-7344

BOARD CHAIR Mr. Fred G. Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	33	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

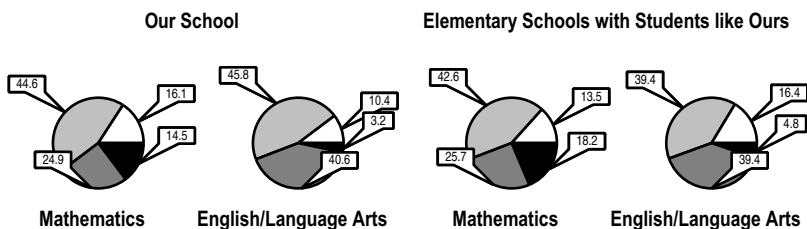
FOR MORE INFORMATION, VISIT WEBSITES AT:




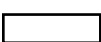
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	75	64
Percent satisfied with learning environment	88.2%	91.9%	88.9%
Percent satisfied with social and physical environment	94.1%	89.3%	75.4%
Percent satisfied with home-school relations	97.1%	90.7%	95.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	261	100.0	10.4	45.8	40.6	3.2	43.8	17.6
Gender								
Male	152	100.0	11.7	46.9	38.6	2.8	41.4	17.6
Female	109	100.0	8.7	44.2	43.3	3.8	47.1	17.6
Racial/Ethnic Group								
White	233	100.0	10.2	46.0	40.3	3.5	43.8	17.6
African-American	18	100.0	14.3	42.9	42.9	N/A	42.9	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	215	100.0	6.6	42.1	47.7	3.6	51.3	17.6
Disabled	46	100.0	25.0	59.6	13.5	1.9	15.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	261	100.0	10.3	44.9	41.6	3.3	44.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	261	100.0	10.2	45.3	41.2	3.3	44.5	17.6
Socio-Economic Status								
Subsidized meals	78	100.0	9.5	66.7	23.8	N/A	23.8	17.6
Full-pay meals	182	100.0	10.6	37.2	47.8	4.4	52.2	17.6

Mathematics								
All students	261	100.0	16.1	44.6	24.9	14.5	39.4	15.5
Gender								
Male	152	100.0	13.1	42.1	28.3	16.6	44.8	15.5
Female	109	100.0	20.2	48.1	20.2	11.5	31.7	15.5
Racial/Ethnic Group								
White	233	100.0	14.6	44.2	26.1	15.0	41.2	15.5
African-American	18	100.0	42.9	35.7	14.3	7.1	21.4	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	215	100.0	9.1	46.2	29.4	15.2	44.7	15.5
Disabled	46	100.0	42.3	38.5	7.7	11.5	19.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	261	100.0	14.8	44.9	25.5	14.8	40.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	261	100.0	15.1	44.9	25.3	14.7	40.0	15.5
Socio-Economic Status								
Subsidized meals	78	100.0	23.8	42.9	28.6	4.8	33.3	15.5
Full-pay meals	182	100.0	11.7	45.6	24.4	18.3	42.8	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	74	N/A	13.5	43.2	39.2	4.1	43.2
	Grade 4	80	N/A	2.5	47.5	46.3	3.8	50.0
	Grade 5	105	N/A	7.7	47.1	45.2	N/A	45.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	9.2	43.7	41.4	5.7	47.1
	Grade 4	82	100.0	7.7	47.4	43.6	1.3	44.9
	Grade 5	87	100.0	14.3	46.4	36.9	2.4	39.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	74	N/A	12.2	48.6	24.3	14.9	39.2
	Grade 4	80	N/A	17.5	46.3	22.5	13.8	36.3
	Grade 5	105	N/A	5.8	46.2	36.5	11.5	48.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	16.1	47.1	24.1	12.6	36.8
	Grade 4	82	100.0	15.4	35.9	26.9	21.8	48.7
	Grade 5	87	100.0	16.7	50.0	23.8	9.5	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 524)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.6%	Up from 3.6%	1.9%	2.4%
Attendance rate	96.1%	Up from 93.8%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	25.9%	Up from 24.8%	24.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.9%	Up from 7.3%	6.8%	8.0%
Older than usual for grade	0.2%	Down from 0.8%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	29.4%	Up from 28.6%	53.6%	50.0%
Continuing contract teachers	70.6%	Up from 54.3%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	88.6%	86.2%
Teacher attendance rate	96.6%	Up from 95.7%	96.0%	95.3%
Average teacher salary	\$37,555	Up 8.8%	\$41,761	\$39,909
Prof. development days/teacher	5.9 days	Down from 7.4 days	10.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio	21.3 to 1	Down from 21.6 to 1	20.2 to 1	18.9 to 1
Prime instructional time	92.7%	Up from 88.9%	91.1%	89.7%
Dollars spent per pupil*	\$4,147	Down 2.4%	\$5,348	\$5,892
Percent spent on teacher salaries*	65.8%	Up from 65.5%	68.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hunt Meadows completed a successful third year with gains and positives in every area of school life. During this year our school was one of three schools in the state to win the Healthy Schools Award in all eight areas. Three of our teachers received National Board Certification, 15 teachers submitted EIA Grants totaling over \$33,000, our PTSO raised more than \$20,000 for our school, our number of parent volunteers exceeded 350 and we gained three additional business partners. Some of our accomplishments this year include expanding our unicycle team to more than 40 members, boasting a district-level Writing Contest winner in third grade, our Destination Imagination team placed second in state-wide competition, six of our fifth graders placed gold/silver in the regional science fair, two of our students competed at the state level in the Reader's Digest Geography Bee, our music department expanded to include a recorder club, our fourth grade presented a historic Wax Museum re-enactment for the school, all of our paraprofessionals received a "highly qualified" rating, several of our teachers presented at state and regional conferences, several teachers will be serving in leadership positions in professional organizations this coming year, our school sponsored a Cub Scout Pack, Ms. Ashley Forry was named Teacher of the Year, our school received an "Excellent" Report Card rating, our art department hosted a "Clay Café" for parents and students, we hosted our second annual Health Fair with more than 20 agencies participating, and several staff members conducted parenting workshops.

Some of our goals for the up-coming year will include completing the SACS process, competing for Exemplary Writing/Reading Award, serving as site projects for Scout troops and local churches, continuing to build a strong, united school/community team and providing more opportunities for parent involvement.

We continue to strive to provide a quality education that is challenging, while still meeting the individual needs of each of our students. Thank you for helping make Hunt Meadows a warm, caring and successful school.

Nancy E. Prince, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.